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ABSTRACT

Since English has replaced French as the main language used for international communication, it is necessary to find new and more effective ways to teach English as a Second Language (ESL) in Francophone Africa where English instruction has been neglected solely because French has been the preferred language. As a result, teachers from Togo participated in institutes at Arizona State University where they (1) assembled sample ESL lessons, (2) created instructional materials, (3) evaluated textbooks and tapes, (4) studied motivational techniques, (5) examined current methods for teaching ESL, and (6) worked on enhancing their own English language proficiency. The attitudes of the 7 participants of the 1986 program were sampled, and it was found that teachers were more positively inclined toward activities in which they were involved as active participants in their own learning, such as creating sample lessons, than they were toward passive activities such as listening to lectures or reading about teaching methodologies. The teacher attitude survey is appended. (DJD)

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Teacher Attitudes Toward New Strategies for Educational Policy and Program Development Illustrations from Togo Training Project

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Running head: TEACHER ATTITUDES TO TOGO PROJECT

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Abstract

Since English has replaced French as the main language used for international communication (Niedzielski 1981), it is necessary to find new and more effective ways to teach English as a foreign language (TEFL) in Francophone Africa where, traditionally English instruction has been neglected solely by virtue of the fact that French has been preferred. Fortunately, this includes English instruction by radio (Richmond 1982) and includes a large core of English teachers, some of whom have travelled abroad to attend English institutes which have as their objective the improvement of English instruction in the country of origin.

To achieve this overall objective, teachers from Togo and in institutes at Arizona State University (1) put together sample lessons, (2) created instructional materials, (3) evaluated textbooks and tapes, (4) studied motivational techniques, (5) examined current methods for the teaching of English as a foreign language (EFL) and testing EFL, and (6) worked on enhancing their own language ability (Dehghanpisheh et al. (1984) and Van Wart and Wineberg (1986)). In an attempt to determine the effectiveness of these techniques, the opinions of teachers involved with the institute have been sampled first using a structured inter-

view, and then, after deriving material from these interviews to create a questionnaire, administering this twenty-six point questionnaire based on conventional techniques (Rosenthal 1982). The relative merits of the various activities have thus been approximated and subjected to statistical analysis with the result that those activities which involve the most student participation are judged the most effective.

Since English has replaced French as the main language used for international communication (Niedzielski 1981), it is necessary to find new and more effective ways to teach English as a foreign language (TEFL) in Francophone Africa where, traditionally English instruction has been neglected solely by virtue of the fact that French has been preferred. Fortunately, this includes English instruction by radio (Richmond 1982) and includes a large core of English teachers, some of whom have travelled abroad to attend English institutes which have as their objective the improvement of English instruction in the country of origin.

REVIEW OF LITERATURE

Recently, very few relevant articles or books have been written about education in Togo. There have, however, been some interesting studies. For example, in so far as English training is concerned, Neu (1986) has written an excellent article on training Togolese so that teacher trainees there can eliminate the linguistic and cultural component of potential misunderstandings in cross-cultural negotiations in American English business transactions. Similarly, Richmond (1987) has described a program using cultural artifacts from West Africa in the teaching of students from the area. In the area of educational administration, Kogoe (1986) surveyed 377 Togolese school administrators and teachers on 10 different administrative activities. He found that, for the administrators, supervision and evaluation of personnel and instruction was ranked most important and that, for the teachers, these were the least important concerns. Kogoe (1985) has also written on the need for educational reform in Togo basing his recommendations on a questionnaire to gauge the perceptions of 200 parents, 200 teachers, and 200 students, and looking at such indicators as climate and morale, examination and testing, teacher supply and competency, leadership, facilities, and planning. Besides this, he (Kogoe 1985) has written a survey on the issues of certain types of education and, from these issues, has tried to predict the trends. On the other hand, teachers gave high rankings to planning instruction, in-service training, and leadership. In the area of descriptive studies of

Togolese education, McFadden and Djassa (1985) have described the process of intuitive educational and vocational guidance in Togo by examining the pattern of socialization of an individual in this society and the stylistic dimensions of counseling. Stitsworth (1987) has described an exchange program involving Togo youngsters and 4-H club members in the United States. Biraimah (1984) has published the results of a case study of a Togolese secondary school that provides the focus for an examination of the impact of Western notions of gender-based role expectations in Third World education.

In addition to these studies, there have been studies which have attempted to measure the quality of instruction or other variables through the sampling of teacher attitudes. One of these is that of Moore (1987) which attempts to "... explore the stability of the selected indicators of merit in relation to the explicit purposes ... of (giving) recognition to merit schools, and second, of (inspiring) and motivating schools to become merit schools" (1987: 1 and 4). Another such study was done by Williams and Whitehead (1971) on attitudes towards nonstandard speech. These researchers elicited the attitudes of teachers through the use of semantic differentials on a five point scale. These studies were expanded and replicated in later work (Williams 1975). Abrami and Mizener (1985) used attitudinal surveys to compare student and teacher attitudes, finding that students with the highest grades had attitudes which matched those of the instructors.

Powell and Beard (1986:xiv-v) organize the research that they discuss around five methods for sampling teacher attitude. These include : (1) Polls of large samples of teachers. (2) Response to specific statements. (3) Interviews of individual teachers. (4) Case studies of teachers' attitudes. (5) Assessment of attitudes before and after participation in inservice training programs. One of these studies under (4), Knoop (1980), has served as a model for the research reported here. In this study, Knoop uses a conventional scale based on the Osgood, Suci and Tannebaum semantic differential as modified by Lodahl and Kejner to elicit teacher attitude to job involvement. In his words, "The response categories were scored from '1' (strongly agree) to '5' (strongly disagree) ..." and subjected to various kinds of statistical analysis such as reliability tests, correlations and other measures of similarity (or difference).

METHOD

As in the Knoop study, the seven teachers involved in the 1986-Togo project at the American Language and Culture Program, hereafter (ALCP) at Arizona State University were administered a 26 item questionnaire (See Appendix I) following informal interviews. The questionnaire was divided into three sections. The first section (Items A through J) provided a check on statements found in the final report of the project. These statements dealt with whether the teacher trainees actually performed activities mentioned in the report from producing sample lessons to evaluat-

ing textbooks and participating in workshops. The second section (K through S) covered the same material but attempted to sample the nature of the teacher trainees' involvement in these activities, whether they were passive or active or whether the they enjoyed the activities. In the third section (T through Z), an attempt was made to determine the effectiveness of the various activities.

The questionnaires were administered to all 7 teachers in the ALCP who were involved in the 1986-Togo project. The return rate of the questionnaires was 100%. However, one of the questionnaires was discarded because the teacher marking it complained that her involvement in the 1986 Togo-project was largely in writing up the program proposal and final report. (Her responses were either 'I strongly agree' (n=14; 53%) or the neutral response, 'I have no opinion in the matter' (n=12; 47%).

The responses on the questionnaires (hereafter, 'the survey,') were then tabulated and the raw scores calculated according to procedures set forth in Osgood, Suci and Tannebaum. The 'strongly agree' category was given a value of '1, ' the 'agree' category was given a value of '2,' the 'no opinion' category was given a value of '3, 'the 'disagree' category was given a value of '4,' and the 'strongly disagree' category was given a value of '5.' Thus if four teachers marked 'strongly disagree' and two marked 'agree' the raw score would be (4x5)+(2x4)=28 and the mean score would be (28/6)=4.66 placing the mean response almost midway between the two categories. (For the results, see Table 1.)

Table 1: Scores and Mean Scores
On Questionnaire

	RS	MS		RS	MS		RS	MS		RS	MS
A.	12	2.00	B.	8	1.33	C.	11	1.83	D.	11	1.83
E.	8	1.33	F.	10	1.66	G.	9	1.50	H.	9	1.50
I.	19	3.16	J.	13	2.16	K.	24	4.00	L.	13	2.00
M.	9	1.50	N.	25	4.16	O.	9	1.50	P.	23	3.83
Q.	11	1.83	R.	9	1.50	S.	17	2.83	T.	13	2.16
U.	13	2.16	V.	14	2.33	W.	17	2.83	X.	13	2.16
Y.	14	2.33	Z.	19	3.16						

RS = Raw Score MS = Mean Score

RESULTS

There was a high degree of agreement among the teachers involved in the 1986-Togo project. Pearson product-moment correlation shows that 20 out of 30 correlations were significant at or beyond the .01 level of confidence. (See Table 2.)

Table 2: Pearson Product-Moment Correlations of Individual Responses

Correlations:

	SUBJ1	SUBJ2	SUBJ3	SUBJ4	SUBJ5	SUBJ6
SUBJ1	1.0000	.6528**	.7254**	.7000**	.6944**	.5245*
SUBJ2	.6528**	1.0000	.5327*	.4484	.5661*	.5025*
SUBJ3	.7254**	.5327*	1.0000	.6800**	.4912	.3849
SUBJ4	.7000**	.4484	.6800**	1.0000	.4982*	.2522
SUBJ5	.6944**	.5661*	.4912	.4982*	1.0000	.4606
SUBJ6	.5245*	.5025*	.3849	.2522	.4606	1.0000

SUBJ1 - Subject #1 SUBJ2 - Subject #2 SUBJ3 - Subject #3
SUBJ4 - Subject #4 SUBJ5 - Subject #5 SUBJ6 - Subject #6
* = p < .01; ** = p < .001 two-tailed t-test

From this point, the correspondence of the ratings in the first part of the survey was checked against those in the second part of the survey using the Pearson product-moment correlation. The results are displayed in Table 3.

Table 3: Correlation of Crucial Items in Parts 1 and 2 of Survey Correlations:

	ITEMC	ITEML	ITEMD	ITEMM	ITEME	ITEMN
ITEMC	1.0000	1.0000***	.7746*	.7746*	-.4472	-.0830
ITEML	1.0000***	1.0000	.7746*	.7746*	-.4472	-.0830
ITEMD	.7746*	.7746*	1.0000	1.0000***	.0000	.0000
ITEMM	.7746*	.7746*	1.0000***	1.0000	.0000	.0000
ITEME	-.4472	-.4472	.0000	.0000	1.0000	.5571
ITEMN	-.0830	-.0830	.0000	.0000	.5571	1.0000

* = p < .05; ** = p < .01; ** = p < .001 one-tailed t-test

Responses on Items C and L, D an M, E and N, indicate that the subjects were responding accurately, giving similar responses for items having similar content. That is, all of the teachers agreed that the Togolese teacher trainees actually created instructional materials, evaluated textbooks and examined current methods of teaching. (Since item 'N' contained a negative, a negative inversion transformation was used in pairing this item with Item 'E.') The same is not true for all items duplicated from the first to the second part of the questionnaire, however. (See Table 4.)

Table 3: Correlation of Crucial Items in Parts 1 and 2 of Survey

Correlations:

	ITEMA	ITEMJ	ITEMF	ITEMO	ITEMH	ITEMQ
ITEMA	1.0000	.6823*	-.8660*	-.4330	-.8165*	-.2970
ITEMJ	.6823*	1.0000	-.2626	-.1313	-.5571	-.2252
ITEMF	-.8660*	-.2626	1.0000	.5000	.7071*	.3430
ITEMO	-.4330	-.1313	.5000	1.0000	.7071*	.6860*
ITEMH	-.8165*	-.5571	.7071*	.7071*	1.0000	.7276*
ITEMQ	-.2970	-.2252	.3430	.6860	.7276*	1.0000

* = p < .05; ** = p < .01; ** = p < .001 one-tailed t-test

The correlation of items 'F' and 'Q' on language enhancement did not attain statistical significance largely because item 'Q' contained a qualitative judgement -- enjoyment -- not present in item 'F' and did not clearly specify language enhancement. Items 'A' and 'J,' and 'H' and 'Q' reached statistical significance but at a rather low level of confidence. The Kendall tau, a correlation based on rank order, yields essentially the same results as Pearson product-moment correlation. (See Table 4).

Table 4: Correlation of Crucial Items in Parts 1 and 2 of Survey

Kendall's tau B	Items C & L	1.00000
Kendall's tau B	Items D & M	1.00000
Kendall's tau B	Items E & N	.55556
Kendall's tau B	Items A & J	.52223
Kendall's tau B	Items F & O	.50000
Kendall's tau B	Items H & Q	.70353

Thus, it would appear that the internal consistency of the survey is certified by the agreement of the markings of the subjects on the matching items of the first and second parts of the survey.

The first and second parts of the survey also indicated that Togolese teachers actually participated in the production of sample lessons (2), listened to lectures by nationally known TESL/TEFL experts (1.33), created actual instructional materials during their stay in Tempe (1.83), evaluated TESL / TEFL textbooks and tapes during their stay in Tempe (1.83), examined current methods of teaching and testing ESL / EFL through reading and through listening to lectures (1.33), worked on the enhancement of their own English language skills through field trips and home visits (1.66), participated in practicums and workshops in order to hone their skills as ESL / EFL teachers (1.50), interacted with Americans in specially designed activities such as field trips, dances, and sports (1.50). (Items A through H Table 1). Perhaps, the reason that some of these items are closer to the high end of the scale, '1', strongly agree,' than others is due to the fact that some subjects could not remember the participation of the teacher trainees and thus marked '3,' 'no opinion.'

In the third part of the survey, the respondents did not agree so closely on their subject evaluations of the exercises involving the teacher trainees. A Pearson product-moment correlation reveals no statistically significant correlations of the responses of the subjects on items 'S' through 'Z.' (See Table 5.)

Table 5: Pearson Product-Moment Correlations of Individual Markings on Items 'S' through 'Z' of the Survey

Correlations:	SUBJ1	SUBJ2	SUBJ3	SUBJ4	SUBJ5	SUBJ6
SUBJ1	1.0000	.0440	.4376	-.1654	-.0842	.4438
SUBJ2	.0440	1.0000	-.6030	-.5698	.1741	.0483
SUBJ3	.4376	-.6030	1.0000	.3780	-.5774	.4804
SUBJ4	-.1654	-.5698	.3780	1.0000	-.6547	.0605
SUBJ5	-.0842	.1741	-.5774	-.6547	1.0000	-.0925
SUBJ6	.4438	.0483	.4804	.0605	-.0925	1.0000

* = p < .05; ** = p < .01; ** = p < .001 one-tailed t-test

However, a Kendall-W, a measure of concordance, did return a statistically significant level of confidence showing that there was a measure of agreement among the judges. (See Table 6.)

Table 6: The Kendall-W Measure of Concordance of Individual Markings on Items 'S' through 'Z' of the Survey

Kendall Coefficient of Concordance

Mean Rank	Variable	
3.38	SUBJ1	Subject #1
3.56	SUBJ2	Subject #2
5.13	SUBJ3	Subject #3
4.00	SUBJ4	Subject #4
2.63	SUBJ5	Subject #5
2.31	SUBJ6	Subject #6

Cases	W	Chi-Square	D.F.	Significance
8	.3508	14.0302	5	.0154*

* = p < .05; ** = p < .01; ** = p < .001 one-tailed t-test

In the survey, five items might be labelled participant active items (items S, T, U, X, and Y); four of them might be labelled 'teacher directed' or 'participant passive' items (Items N, K, P and Z). Besides these, there are three items which deal with the

'enjoyment' of the trainees as they participated, items 'Q', 'V' and 'W.' Of these one, 'Q,' focuses on the interaction with Americans in specially designed activities such as field trips, dances, and sports, and the other, 'V,' addresses the evaluation of TESL / TEFL textbooks and listening to lectures, and the third, 'W,' directs attention to discussion groups as opposed to lectures. In a factor analysis, these three account for 84.6% of the variance in the responses. Analysis yields a fourth factor simply labeled 'residue' here. (See Table 7.)

Table 7: Factor Analysis of Passive and Active Factors of Teacher Trainee Involvement

- - - - FACTOR ANALYSIS - - - -

Final Statistics:

Variable	Communality	*	Factor	Eigenvalue	Pct of Var	Cum Pct
ITEMQ	.99351	*	1	4.17755	38.0	38.0
ITEMT	.96240	*	2	3.39253	30.8	68.8
ITEMK	.95550	*	3	1.73668	15.8	84.6
ITEMV	.96585	*	4	1.07637	9.8	94.4
ITEMW	.99338	*				
ITEMU	.99966	*				
ITEMX	.92002	*				
ITEMY	.84320	*				
ITEMO	.99225	*				
ITEMN	.79416	*				
ITEMP	.96322	*				

The factor matrix for these factors is in Table 8.

Table 8: Factor Matrix of Passive, Active and Enjoyment Factors Together with Residue of Teacher Trainee Involvement

- - - - FACTOR ANALYSIS - - - -

Factor Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
ITEMQ	-.60193	.32932	.42543	.58459
ITEMT	.91310	.15151	-.21590	.24306
ITEMK	.02857	-.88213	.13799	.39685
ITEMV	.09718	-.26316	.94099	.04116
ITEMW	.90633	-.24816	-.23703	.23274
ITEMU	.42598	.71259	.49766	-.25049
ITEMX	.71713	.58735	-.14286	.20089
ITEMY	.33532	.75077	-.02249	.40816
ITEMO	-.86174	.10186	-.24818	.42153
ITEMN	.68695	-.33777	.44597	.09630
ITEMP	.35653	-.90069	-.13903	.07441

It can therefore be said that there was a 'passive' versus an 'active' factor in trainee involvement in the 1986-Togo teacher training project. Furthermore, a perusal of the responses, Appendix II, shows that the teachers involved in the project were positively inclined towards the active factor and thus preferred to have the teacher trainees actively participating in their own training. Only item 'Z,' which showed a 50% 'no response' check-in and thus was not included in the factor analysis, did not evidence this positive inclination towards the active involvement of the trainees. This item, however, is disputable on the 'active' - 'passive' dimension since it could be argued that attendance at language enhancement classes was itself an 'active' form of participation in the educational process. It could also be argued that the 'enjoyment' items address the 'active' rather than the 'passive' role of the trainees in the education process. Two of them, however, 'V' and 'W' produced rather debatable results, showing that a third factor, one which might be called the 'enjoyment dimension' is outside of the 'active - passive' continuum.

CONCLUSION

In this study, then, teacher's were much more positively inclined towards activities for the trainees which involved the trainees as active participants in their own learning, activities such as participation in the production of sample lessons or creation of actual instructional materials than they were towards passive activities for the trainees such as listening to lectures

by nationally known TESL/TEFL experts or reading about methods of ESL / EFL teaching.

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Appendix I: Attitudinal Survey

JWNey Attitudinal Survey: Togo 1986 Teacher Training Project 1/89

Respond to each of the statements about the 1986 Togo Teacher Training Project by checking the item that you feel is right and by circling the number in front of it. There is a space for comments at the end of the questionnaire. Please use it! JWNey

A. Togolese teachers participated in the production of sample lessons.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

B. Togolese teachers listened to lectures by nationally known TESL/TEFL experts.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

C. Togolese teachers created actual instructional materials during their stay in Tempe.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

D. Togolese teachers evaluated TESL / TEFL textbooks and tapes during their stay in Tempe.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

E. Togolese teachers examined current methods of teaching and testing ESL / EFL through reading and through listening to lectures.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

F. Togolese teachers worked on the enhancement of their own English language skills through field trips and home visits.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

G. Togolese teachers participated in practicums and workshops in order to hone their skills as ESL / EFL teachers.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

H. Togolese teachers interacted with Americans in specially designed activities such as field trips, dances, and sports.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

I. Togolese teachers were paired with ALCP teachers to help with individual projects.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

J. Most Togolese teachers actually participated in the production of sample lessons, writing and designing material and editing work that they produced.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

JWNey Attitudinal Survey: Togo 1986 Teacher Project 1/89. Page 2

K. Most Togolese teachers were passive when they listened to lectures by nationally known TESL/TEFL experts; few took notes or asked questions.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

L. Most Togolese teachers designed actual instructional materials during their stay in Tempe, writing down lesson plans and ideas for teaching English.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

M. Most Togolese teachers evaluated TESL / TEFL textbooks and tapes during their stay in Tempe, listening to tapes and studying textbooks during designated work periods.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

N. Most Togolese teachers were not actively involved in examining current methods of teaching and testing ESL / EFL through

reading and through listening to lectures; few really understood because of the language barrier.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

O. Most Togolese teachers were outgoing, warm and friendly as they worked on the enhancement of their own language through field trips and home visits.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

P. The majority of the Togolese teachers seldom asked questions during or following the various lectures and presentations.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

Q. Most Togolese teachers enjoyed interacting with Americans in specially designed activities such as field trips, dances, and sports.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

R. Togolese teachers worked on the enhancement of their own English language skills by attending language enhancement classes taught by members of the institute staff.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

S. The Togolese teachers learned more from participating in the production of sample lessons than from listening to lectures.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

JWNey Attitudinal Survey: Togo Project 1/10/89. Page 3

T. Togolese teachers improved their English teaching ability more from participating in communicative activities than from listening to lectures by nationally known TESL/TEFL experts.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

U. Togolese teachers improved their instructional skills more by creating actual instructional materials than by reading about methods of ESL / EFL teaching.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

V. Togolese teachers enjoyed the evaluation of TESL / TEFL textbooks and tapes more than the listening to lectures.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

W. Togolese teachers enjoyed discussion groups more than examining current methods of teaching and testing ESL / EFL through reading and through listening to lectures.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

X. Togolese teachers improved their English more by working on the enhancement of their own language through field trips and home visits than by listening to lectures and reading.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

Y. Togolese teachers improved their teaching skills more in practicums and workshops in order to hone their skills as ESL / EFL teachers than by reading and listening.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

Z. Togolese teachers improved their conversational skills more interacting with Americans in specially designed activities such as field trips, dances, and sports than by attending language enhancement classes.

__1. I strongly agree. __2. I agree.
__3. I have no opinion on the matter.
__4. I disagree. __5. I strongly disagree.

Comments:

Appendix II: Markings of Respondents on Survey

	SUBJ-1	SUBJ-2	SUBJ-3	SUBJ-4	SUBJ-5	SUBJ-6
A.	2	1	3	3	2	1
B.	1	2	1	1	1	2
C.	2	2	2	3	2	2
D.	2	2	1	3	2	2
E.	1	2	1	1	2	2
F.	2	2	1	1	2	2
G.	1	1	2	1	2	2
H.	1	2	1	1	2	2
I.	3	4	3	3	3	2
J.	3	1	2	3	3	1
K.	5	4	4	3	4	4
L.	2	2	2	3	2	2
M.	2	2	1	3	2	2
N.	5	4	4	4	4	2
O.	1	1	1	1	2	2
P.	5	4	4	4	4	4
Q.	1	2	2	1	3	2
R.	2	2	2	1	1	1
S.	3	4	3	3	2	2
T.	3	2	4	3	2	2
U.	1	3	3	3	2	1
V.	3	4	3	2	3	2
W.	4	2	4	3	2	2
X.	2	2	4	3	2	2
Y.	2	2	3	3	3	2
Z.	3	3	4	3	2	4

1 = I strongly agree. 2 = I agree. 3 = I have no opinion on the matter. 4 = I disagree. 5 = I strongly disagree.

SUBJ1 = Respondent # 1. SUBJ1 = Respondent # 2.
SUBJ3 = Respondent # 3. SUBJ4 = Respondent # 4.
SUBJ5 = Respondent # 5. SUBJ6 = Respondent # 6.